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*School history of the United States.* By Albert Bushnell Hart, LL.D., professor of government, Harvard university. (New York: American book company, 1918. 505 p.)

The present demand for an adequate treatment of the westward movement, social and industrial forces, and recent history is met in an unrestrained and natural manner in this new elementary text. Written with simple directness, the book is pedagogically suitable for the upper grades. Illustrations, maps, references, questions, summaries, appendices, and bibliography can be criticized only on the side of too great profuseness and elaboration. Considerable material of a novel character for such a work is included, especially in the realm of social history. Such chapters as "Colonial life," "Colonial labor and business," "How people lived a century ago," "Going west," "Young America (1829-1861)," "The people during the civil war," and "The people's life (1900-1916)" reveal the author at his best, and are richly illuminating and vivid. The apportionment is open to little criticism. The teacher will welcome the clear account of colonial history, the keen characterizations of public men, the logical account of the slavery question, the unusually comprehensive treatment of the various sections, the lucid account of the Monroe doctrine and our relations with South America. The book is singularly free from errors. In the opinion of the reviewer a very high standard has been set by this worthy addition to the author's numerous textbooks. Incidentally, Mr. Hart shows ingenuity in finding new titles by which to distinguish his new books from his many earlier publications.

THEODORE C. BLEGEN

*Supervised study in American history.* By Mabel E. Simpson. (New York: Macmillan company, 1918. 278 p. \$1.20)

This book is designed for teachers of American history in the seventh and eighth grades. It stresses the necessity of teaching pupils how to study. The author describes in detail the plans she has worked out in accomplishing this end. These plans include various types of lessons, such as preview, expository, inductive, deductive, appreciation, and habituation lessons and a so-called socialized recitation. Doubtless every teacher must learn to develop her own plans through experience, yet suggestions from the successful experience of others should be of material assistance. The book assumes a conventional point of view as to subject matter; it does not, in fact, attempt to go beyond the problems of classroom methods. A good deal has been said recently about the new tests of efficiency which are being applied to the matter and manner of classroom exercises. This little manual will be of material as-

sistance in helping toward that readjustment which must soon come to much that is out-of-date in our grade teaching of history.

*Work and play in colonial days.* By Mary Holbrook MacElroy, State normal school, Oswego, New York. [Everychild's series] (New York: Macmillan company, 1917. 163 p.)

This is a very serviceable little book. It is well adapted to its intended use as supplementary reading for children of the grade schools. The style is clear and suitable, the subjects of the book are well chosen, and the whole is excellently presented. Here a child will get a simple and wholesome account and view of the pioneer children of old New England. The games, playthings, and clothes of the youngsters, their manners, discipline, and tasks, their schooling and books, are all set forth in an intimate and appealing manner. The test of the book is in its use. I have tried it on a group of children of about six to eight years of age, and found that it not only held their attention, but stimulated the asking of questions.

W. T. Root

*National governments and the world war.* By Frederick A. Ogg, professor of political science in the University of Wisconsin, and Charles A. Beard, director of the bureau of municipal research, New York City. (New York: Macmillan company, 1919. 603 p. \$2.50)

Mr. Ogg and Mr. Beard, who have written extensively-used books on government, were eminently qualified to write a text for use while the struggle was on to "make the world safe for democracy." First, they contrast English, American, and French ideals as embodied in certain well-known state papers and in speeches of statesmen with the mouthings of William II and the constitution of Prussia, where one was "king, by the grace of God." Then follow 150 pages devoted almost entirely to the national government of the United States. This portion includes a chapter on our government in war time which sets forth its varied activities in winning the war. The governments of the allies take up 370 pages. One need not conclude from the small amount of space devoted to "Democracy in Italy" (16 pages) that democracy there is altogether like snakes in Ireland. The authors frankly confess its backward condition, but add that "in thirty years Italy has achieved a record of economic growth and social reform of which any nation may be proud," and speak somewhat optimistically of the future of democracy in that land. Nothing is said about Russia, which was one of the allies down to the close of 1917.

In the 121 pages devoted to the central powers (96 to Germany, 25 to Austria-Hungary) one finds good illustrations of unfree governments.